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ABSTRACT

The study investigated the effectiveness of and attitudes toward two delivery systems (an enrichment pull-out program and a self-contained classroom) for gifted/talented instruction in Southwest Allen County, Indiana. The effects on fifth-grade students (N=38) enrolled in the program and sixth-grade students (N=45) who had experienced the program 1 year prior were compared. A quantitative study compared students' performance on the Developing Cognitive Abilities Test (DCAT) and writing samples. Results indicated that, although some writing sample scores from fifth-grade students were significantly higher for students in enrichment pull-out programs, the differences did not retain their significance when scores were adjusted for differences in ability. The sixth-grade results demonstrated that students in the self-contained classroom had significantly higher scores on the quantitative subtest and on the total DCAT when their scores were compared to the enrichment pull-out. A qualitative study involving administrators, teachers, students, and parents found that the community preference for a delivery system was influenced by the past experiences of parents, by the affinity of parents toward the neighborhood school, and by the number of gifted/talented students in the school attendance district. Appendices contain admission policies and gifted curriculum, survey instruments, subjects' scores, and writing samples. Contains 11 references. (Author/JDD)

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A Study of the Effects of
Formats for the Delivery of Gifted/
Talented Instruction in the
Southwest Allen School Corporation

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An Evaluation Prepared for the
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ABSTRACT

This study investigated the effectiveness of and the attitude toward two delivery systems for gifted and talented instruction in the Metropolitan School District of Southwest Allen County, Indiana. The two delivery systems compared were the self-contained classroom and the enrichment pull-out. The effects on fifth grade students presently enrolled in the program and sixth grade students who had experienced the program one year ago were compared.

A quantitative study was conducted for the purpose of comparing the students' performance on the Developing Cognitive Abilities Test (DCAT) and writing samples. Raw scores were compared and the scores were also adjusted to compensate for unequal student abilities by using the Test of Cognitive Skills as a covariate.

Results indicated that although some writing sample scores from fifth grade students were significantly higher for students in enrichment pullout programs, the differences did not retain their significance when scores were adjusted for differences in ability.

The sixth grade results demonstrated that students in the self-contained classroom had significantly higher scores on the Quantitative Subtest and on the Total Test when their scores were compared to the enrichment pull-out.

No other results were statistically significant.

During the qualitative study, it was ascertained that the preference of the community for a delivery system was influenced by

the past experiences of parents, by the affinity of parents toward the neighborhood school, and by the number of gifted and talented students in the school attendance district.

THE STUDY

This study compared the effectiveness of two formats for delivering enrichment instructed to gifted and talented students of the ALPHA Project of the Southwest Allen Metropolitan School District of Fort Wayne, Indiana. Two formats were compared. The first was an enrichment pull-out program in which students attended a resource room for one hour each day. The second was a self-contained classroom in which the students attended most classes with other gifted students. However, in the self-contained classroom setting at the present time, students continue to attend classes one hour per day in a resource room and are also ability grouped for mathematics instruction. During this investigation, an inquiry was also made concerning other delivery formats, including the possibility of a magnet school where gifted and talented students from schools throughout the school district would attend.

The problem of how to deliver instruction to gifted and talented students has been of concern to educational administrators for many years. Shrum (1985) describes seven formats for instructing the gifted. These are 1) regular classroom with cluster, 2) regular classroom with pull-out, 3) special class, 4) special schools, 5) mentors, 6) acceleration, and 7) enrichment models. Wu (1984) adds to these 8) special topics, 9) summer camps, 10) grade skipping, 11) early graduation, and 12) telescoping grades. Each of these formats have been employed in an attempt to provide academically talented children with skill development so that they can function beyond the classroom.

These formats are intended to provide maximum attention to student interests and emphasize conceptual themes rather than factual knowledge.

There are few studies which have investigated the relative merits of delivery formats. Rather, some gifted and talented authorities (Zigmond, 1986) have declared that research studies per se are not adequate for determining the advantages of the various configurations. Rather, administrative practices, teacher orientation, and student characteristics should be the primary determiners of how classes are structured.

There have been studies such as those by Carter (1986) who investigated the emotional and social effects of various forms of grouping. Carter evaluated pull-out programs that were used for instructing both gifted and non-gifted students and tried to ascertain the effect on students, the instructional staff, and the parents of the gifted students. He concluded that the program that was utilized had an effect on each of the groups that was mostly neutral. However, in some cases, the pull-out programs had supported the social development of gifted students.

Further research was conducted by Zabel (1984) who also compared responses of 87 teachers of gifted students on the Maslach Burnout Inventory. Her findings suggest that the exhaustion of teachers was affected by both the grade level of students and the delivery format. The greatest emotional reaction occurred among teachers of self-contained gifted and talented classrooms. Also, early adolescence caused the most teacher burnout.

A possible explanation for the lack of studies comparing

enrichment pull-out and self-contained classrooms was offered by Gallagher (1984). Gallagher found that since many educational policy makers are often faced with trying to weigh equal educational opportunity with the provision of differential programming for an educational aristocracy, the result is often a program that is viewed as "elitist." The dilemma mirrors the socio-political conflict between the emphasis on production on one hand versus the equitable distribution of society's resources on the other. As a result, educational programs for gifted students vacillate between programs that are designed to nurture superior confidence and the equity offered in heterogeneous grouping. Gallagher was more concerned with comparing heterogeneous grouping and pull-out programs, rather than self-contained classrooms per se.

Differences in the full- and part-time programs from three classrooms in each of two neighboring school districts were analyzed by Kramer in 1987. Kramer's findings indicated that outcomes are affected by the goal structures of the classrooms and that the gifted child's instructional environment was a more important variable than the delivery format. Qualitative analysis led to the conclusion that cooperatively structured classrooms are more successful learning environments than non-cooperative ones.

Similar conclusions were reached by Wilde and Sillito (1986) who made comparisons between gifted students in their local schools (pull-out) and a self contained school solely for gifted students. This study was conducted by interviewing consultants, program specialists, school principals, itinerant teachers, school staff

members, students, and parents of students in three school systems in Alberta, Canada. Their findings indicate that there are more important factors than the delivery format. Among these are the development of a statement of expectations regarding achievement in gifted programs, development of guidelines and procedures for effectively identifying the gifted and talented, development of guidelines for the identifying and training teachers of the gifted, providing additional counseling services for gifted children, and improving communications with parents of gifted.

However, positive results favoring the self-contained classroom were reported by Piburn and Enyeart (1985). This study compared the effect of gifted program delivery format on verbal reasoning, probabilistic reasoning, the ability to isolate and control variables, propositional logic, and hypothesis testing tasks. Comparisons were made between 217 students in elementary school science gifted and talented classrooms and 91 students in mainstreamed classrooms. Results showed that the gifted and talented sample was accelerated over the comparison group by two or three grade levels, suggesting that the self-contained program was more appropriate for students if they are to become truly gifted. However, the question is also raised concerning whether standardized achievement tests can adequately measure the effects of enrichment pull-out programs.

One variation of the pull-out/self-contained comparison was conducted by Bigelow (1983). She investigated comparable achievement of 75 academically gifted students in self-contained 5 day per week classes with 148 gifted students in a one day per week pull-out program. The Ross Test of Higher Cognitive Processes

Processes measured higher cognitive skills in a pre- and post-test design. The California Achievement Test also measured growth in basic skills. In addition, teachers and administrators were interviewed, and parents and students completed questionnaires about the programs. Results revealed that students in the five day-per week program made significantly greater gains in higher cognitive processes than did students in the one-day per week program. Further, in basic skills, they achieved as well or better than students in the one day per week program. All gifted students performed better than a control group of heterogeneous students on the Ross Test of Higher Cognitive Processes.

Gilman and Sousa-Roy (1989) conducted a study which compared the effectiveness of the enrichment pull-out and the self-contained classroom format in delivering instruction to gifted/talented students.

Two hundred four comparisons were made on Grades 2-5 students enrolled in four elementary schools in the HORIZONS Program of the Evansville-Vanderburgh School Corporation of Evansville, Indiana.

Pre- and post-measures on the Developing Cognitive Abilities Test (DCAT), writing samples, collage drawings, and posttest measures for the Indiana Statewide Test of Educational Progress (ISTEP) and the California Achievement Test (CAT) measured students' progress.

Results from the DCAT and the collage drawing showed highly significant differences favoring the self-contained classroom format.

However, some measures used to evaluate the writing sample indicated that the pull-out group scored higher on the writing sample. No substantive significant differences were found on the ISTEP or the CAT.

A qualitative analysis used participant-observation to ascertain and examine advantages and disadvantages of both delivery formats.

The controversy surrounding the best alternative program delivery continues. If the self-contained classroom is a more effective program delivery format than the pull-out method, then the mean scores of students and the gains of students in self-contained classrooms should be higher than the means and gains of students in the pull-out programs.

STATEMENT OF THE PROBLEM

General Statement of the Problem. What is the most effective way to provide instruction to gifted and talented students?

Specific Statement of the Problem. Do gifted and talented students achieve more through an enrichment pull-out program or through a comprehensive curricula in the self-contained classroom? The study will also investigate the problem of the effect that various delivery formats may have on policy decisions in the school corporation.

Hypotheses. (1) Students in the ALPHA gifted and talented program of the Southwest Allen School Corporation will achieve higher raw scores and will achieve higher scores adjusted for differences in ability when they have attended self-contained classrooms than when they have attended only enrichment pull-out

pull-out classes. Measures used to quantify achievement are the Developing Test of Cognitive Abilities (DCAT), the Grade Six Writing Subtest of the Indiana Statewide Testing for Educational Progress, and a Grade Five Writing Sample. Where statistical tests require a covariate to adjust posttest scores for differences in ability, the Test of Cognitive Skills was utilized. (2) There is a preference for the self-contained classroom delivery format among parents, teachers, students, and administrators in the school district.

METHOD

Subjects. Subjects were 83 students in grades 5 and 6 enrolled in the ALPHA program of three elementary schools in the Metropolitan School District of Southwest Allen County. The school district is located in suburban and rural areas near Fort Wayne, Indiana. The frequencies of participation are shown in Table 1. The school district contains families who are both suburban and rural. The income of the school district is above average. Many families are headed by professional parents.

Table I
Frequency of Student Participation for the Study
Elementary School

Grade	Aboite	Haverhill	Lafayette Central	Transfer	Totals
5	23	10	5	-	38
6	26	8	3	8	45
Totals	49	18	8	8	83

It should be noted that the sixth grade students all attended Woodside but their fifth grade attendance district is reflected in Row 2 of Table I.

Subjects were selected to participate in the ALPHA program based on a selection process that is outlined in Appendix I of this report.

Groups. Subjects were divided into two groups for the purpose of data analysis. Specifically, the schools and their groups are as follows: Aboite, self-contained; and Haverhill and Lafayette Central, enrichment pull-out. A further comparison was formed from students who were attending Woodside Middle School and were in the sixth grade. They were identified by groups according to where they attended the fifth grade. Comparisons were made for students in both the fifth and sixth grade.

Measures. The following measures were administered to students. The measuring instruments, the time of testing and the kinds of scores that were generated by them are shown in Table II. Table II also contains the purpose served by the measures in the study.

Table II
Measures Used in the Study

<u>Test</u>	<u>Scores</u>	<u>Purpose</u>	<u>Time of Testing</u>
Developing Cognitive Abilities Test (DCAT) (Grades 5 and 6)	Abilities Verbal Quantitative Spatial Total Abilities	Posttest	April, 1989
Writing Sample (Grade 5)	Holistic Creativity Maturity of Ideas	Posttest	April, 1989
Writing Subtest, Indiana Statewide Testing of Educational Progress (ISTEP) (Grade 6)	Holistic Analytic Focus Organization Development	Posttest	March, 1989
Test of Cognitive Skills (Grades 5 and 6)	D I Q	Covariate	1987 and 1988

Table III
 Gifted and Talented Grade Levels for the Study

School	Grades	Grades Studied	Delivery Format
Aboite	3-5	5	Self Contained plus pullout plus ability grouping for math
Deer Ridge	K-5	(none)	(School will open in August of 1989)
Haverhill	K-5	5	Pullout
Lafayette Central	K-5	5	Pullout (4-5 split)
Indian Meadows	K-2	(none)	Pullout
Woodside Middle School	6-8	6	Self Contained

Table III contains the grade levels for each of the participating schools and the grades that were included in this study. Specifically, the study examined the effects on achievement of the delivery formats employed at each of the participating schools. The study will also attempt to ascertain which of the possible delivery formats will be most advantageous for the school system to promote in point of view policy considerations for the students, community school system and its administrators.

Table IV
Personnel of the School District Who Were Interviewed

	<u>Administrators</u>	<u>Teachers</u>
School System	Dave Hales, Supt. Jan Viars, Director of Special Projects Toni Kring, Asst. Supt.	
Aboite School	John Flora, Principal Kay Klein, Asst. Prin. and Principal for 1989-90	Joy Miller Margie Snyder
Deer Ridge	John Flora, Principal for 1989-90	
Haverhill	Jim Joros, Principal	Gale Cunningham
Lafayette Central	Steven Cobb, Principal	Julia Page
Woodside Middle School	Terry Hippensteel, Prin.	Mim Kendall Linda Stefankiewicz

Table IV contains the personnel of the school district who were interviewed as a part of this study. In addition, a random sample of parents were interviewed by a telephone survey. The interview for the schedule is contained in Appendix II of this report.

The Developing Cognitive Abilities Test. The Developing Cognitive Abilities Test (DCAT) is a measure of characteristics and ability that contribute to academic performance. Unlike traditional mental ability tests, the DCAT is based on the assumption that instruction can alter and improve those characteristics and abilities. The DCAT has been designed to measure two dimensions of aptitude. The first, and more traditional, dimension includes verbal, quantitative, and spatial abilities. The second dimension provides information based on five out of six cognitive classes of Bloom's taxonomy: 1) knowledge, 2) comprehension, 3) application, 4) analysis, and 5) synthesis. The assessment of the cognitive dimension separates the DCAT from other ability tests. The combination of these two dimensions -- the content area and the cognitive class -- offers the user a unique tool for the assessment of student ability. The specific information gained from the test can furnish a basis for modifying instruction to meet individual needs.

Six test levels provide for the continuous measurement of students in grades two through twelve. Level 2, which is paced by the examiner, contains 80 items arranged in nine subtests. Each of Levels 3 through 9/12 contains 80 items arranged in a single test. The suggested working time for each level is fifty minutes.

Subjects were tested out-of-level in that students completed tests designed for one grade level higher than the grade in which they were enrolled.

Indiana State Test of Educational Progress (ISTEP). The school year in which this study was conducted coincided with the first year that the ISTEP was administered to all Grade 6 students in Indiana. Adapted from the California Achievement Test, ISTEP combines items from that test with items constructed from objectives of the Indiana Department of Education. The cognitive test of ISTEP measures Reading, Language, Mathematics and the Total Battery.

Writing Sample. Students completed a writing sample which consisted of them writing about a subject they were familiar with, but the subject was also one in which they could demonstrate creativity. An example of the instructions for one writing sample is contained in the paragraph below:

Instructions for Writing Sample

Time:	<u>30 Minutes</u>
Materials:	Writing paper, pencils
Teacher Tasks:	Print or write the following words on the chalkboard: happy, sad, disappointed, embarrassed, excited. Have students print their names and the date on their papers. Read the following to the students: Sometimes people are happy, sad, disappointed, embarrassed, or excited. Pick one of these feelings and write a story telling why you or someone else was happy, sad, disappointed, embarrassed, or excited. Make your story as interesting as possible.

Papers were scored by three graders from Professional School Services of Indiana State University. Holistic scoring was used to assess the quality of the writing including grammar, spelling, etc. For grade 5, primary traiting was used to measure maturity of ideas and creativity. Each criterion was scored on a 0-4 scale by each of the graders. Results on each of the three criteria were averaged and these averages constituted the scores used for comparison in this study.

Examples of the Writing Sample are contained in Appendix IV of this report.

For Grade 6, writing sample scores were taken from the Sixth Grade Indiana Statewide Testing of Educational Progress. In addition to the holistic scores, papers were also evaluated on fluency, organization, and development. The papers were scored and returned to the school district by the California Testing Bureau. Papers were scored on a scale from 1-6.

Test of Cognitive Skills. The Test of Cognitive Skills is used to measure the academic aptitude of elementary children. It yields a cognitive skills index which is analogous to the Intelligence Quotient (I.Q.). For this study, the Test of Cognitive Skills served as a covariate and was used to adjust posttest scores to compensate for differences in intelligence of the participating groups.

PROCEDURE

Students were instructed according to one of the two formats. The pull-out group received regular heterogeneous class instruction but were in an enrichment class for one hour each day. The self-contained classroom received full time instruction in a homogeneous classroom except for the one hour pull out and the ability grouped mathematics classes noted earlier in this report.

Quantitative Study. Posttests were administered during the Spring of 1989. Data obtained from the measures were analyzed by 1) analysis of variance to determine whether significant differences existed between means of the treatment groups and also whether significant differences existed between means of the three participating schools and transfer students and 2) an analysis of covariance to ascertain whether significant differences existed between these means after scores had been adjusted for differences in student ability.

Data was analyzed by means of the Statistics with Finesse Statistical Package. Results were tested for significance. Although the actual probability level is reported for each of the statistical tests, only results of probability less than .05 are considered to be statistically significant.

Qualitative Study. A qualitative study was performed by visiting the school, conducting interviews of administrators, teachers, students, and parents, and by administering questionnaires to each

of these groups.

During the visits to the classrooms, the evaluator assumed the role of a member of the class. Results were synthesized and conclusions were inferred from that synthesis.

RESULTS

QUANTITATIVE STUDY

Results of the quantitatively analyzed portions of the study are contained in Tables V-VIII of this report. The means are reported for each participating school and a weighted average has been computed to serve as a mean score for both schools which are in the pull-out treatment group. The upper half of each table contains the means of the participating groups and the lower half contains the summary of the analysis of variance that was performed to determine the statistical significance of the difference between the means of the groups.

The statistical significance has been computed for comparisons of groups (self-contained vs. pull-out), schools (Aboite vs. Haverhill vs. Lafayette) and comparisons between pairs of schools (Aboite vs. Haverhill, Aboite vs. Lafayette, and Haverhill vs. Lafayette).

Results were tested at the .05, .01, and .001 levels. However, the actual level of probability is reported for the statistical tests.

DCAT, Grade 5. Results of the DCAT Test for Grade 5 are contained in Table V. Results indicated that the Spatial Subtest

Table V
Summary Statistics, Raw Scores

Test	Grade 5				
	Means				Total
	Self-Contained Aboite	Haverhill	Lafayette	Pull-out Total	
DCAT					
Verbal	23.1	25.8	23.0	24.7	
Quantitative	14.6	13.1	15.0	13.9	
Spatial	10.6	13.7	5.0	10.9	
Total	48.3	52.6	43.0	49.5	
Writing Sample	H 2.7	3.2	2.1	2.8	
	C 2.8	3.3	2.4	3.0	
	M 2.8	3.5	2.7	3.1	
Test of Cognitive Skills	120.1	125.1	118.2	122.6	

Summary of Statistical Tests of Hypotheses
Analysis of Variance

Test		F Ratio Groups	F Ratio Schools	Groups	Schools	Level of Significance		Haverhill- Lafayette
						Aboite- Haverhill	Aboite- Lafayette	
DCAT								
Verbal		3.09	3.23	0.08	0.05	0.09	2.92	0.08
Quantitative		0.30	0.46	0.59	0.64	0.41	0.82	0.44
Spatial		0.04	9.26	0.88	0.0009***	0.26	0.005*	0.0002***
Total		0.03	2.40	0.86	0.10	0.40	0.09	0.03*
Writing Sample	H	0.29	2.95	0.60	0.64	0.10	0.18	0.02*
	C	0.65	4.68	0.43	0.02	0.03*	0.14	0.006**
	M	1.76	3.12	0.19	0.06	0.03*	0.62	0.05*
Test of Cognitive Skills								

* indicates statistical significance at .05 level. ** indicates statistical significance at .01 level.

*** indicates statistical significance at .001 level.

Table VI

Summary Statistics, Adjusted Scores
Grade 5

Test	Means			
	Self-Contained Aboite	Haverhill	Lafayette	Pull-out Total
DCAT				
Verbal	23.1	25.6	23.1	24.8
Quantitative	14.4	13.1	15.0	13.8
Spatial	10.4	13.5	5.1	10.6
Total	50.1	51.9	43.5	48.9
Writing Sample				
H	2.6	3.2	2.1	2.9
C	2.8	3.2	2.4	3.0
M	2.8	3.3	2.7	3.0

Summary of Statistical Tests of Hypotheses
Analysis of Variance

Test		F Ratio Groups	F Ratio Schools	Groups	Schools	Level of Significance		
						Aboite- Haverhill	Aboite- Lafayette	Haverhill- Lafayette
DCAT								
Verbal		2.64	2.95	0.11	0.07	--	--	--
Quantitative		0.36	0.88	0.56	0.43	--	--	--
Spatial		0.00	7.39	1.00	0.003**	0.07	0.05*	0.001***
Total			1.68	1.00	0.20	--	--	--
Writing Sample								
H		1.12	3.21	0.30	0.06	--	--	--
C		0.34	3.89	0.57	0.03*	.08	.08	.03*
M		1.48	2.44	0.23	0.10	--	--	--

* Indicates statistical significance at .05 level. ** indicates statistical significance at .01 level.

*** indicates statistical significance at .001 level.

Table VII
Summary Statistics, Adjusted Scores
Grade 6

Test	Adjusted Means				Transfer
	Self-Contained Aboite	Haverhill	Lafayette	Pull-out Total	
DCAT					
Verbal	26.6	26.1	26.1	26.1	
Quantitative	20.7	16.7	15.1	15.7	
Spatial	13.2	11.1	11.3	11.2	
Total	59.6	54.1	53.1	51.64	
Writing Sample					
H	4.0	4.7	4.5	4.6	
F	4.2	4.0	4.7	4.2	
O	4.0	4.2	4.7	4.3	
D	4.5	4.5	4.9		

Summary of Statistical Tests of Hypotheses
Analysis of Variance

Test	F Ratio Groups	F Ratio Schools	Groups	Schools	Level of Significance		Haverhill- Lafayette
					Aboite- Haverhill	Aboite- Lafayette	
DCAT							
Verbal	0.29	0.14	0.60	0.87	--	--	--
Quantitative	6.18	3.14	0.02*	0.05*	.04*	.03*	.61
Spatial	2.30	1.17	0.14	0.32	--	--	--
Total	4.86	3.38	0.03*	0.04*	.03*	.03*	.61
Writing Sample							
H	0.33	0.16	0.57	0.85	--	--	--
F	0.02	0.89	0.88	0.42	--	--	--
O	0.67	0.69	0.42	0.51	--	--	--
D	0.48	0.26	0.54	0.78	--	--	--

* indicates statistical significance at .05 level.

Table VIII
Summary Statistics, Raw Scores

		Grade 6			
Test		Means			
		Self-Contained Aboite	Haverhill	Lafayette	Pull-out Transfer
DCAT					
Verbal		26.7	25.9	25.3	25.7
Quantitative		20.9	16.4	14.0	15.7
Spatial		13.3	11.1	11.3	11.2
Total		60.9	53.4	50.7	52.6
Writing Sample	H	4.7	4.7	4.5	4.6
	F	4.2	4.0	4.7	4.2
	O	4.2	4.1	4.7	4.2
	D	4.4	4.0	4.7	4.6
Test of Cognitive Skills		125.8	119.3	114.0	119.2

Summary of Statistical Tests of Hypotheses
Analysis of Variance

Test		F Ratio Groups	F Ratio Schools	Groups	Schools	Level of Significance		Haverhill- Lafayette
						Aboite- Haverhill	Aboite- Lafayette	
DCAT								
Verbal		1.23	2.22	0.30	0.10	0.60	0.60	0.90
Quantitative		5.58	3.88	0.003**	0.02*	0.02*	0.02*	0.45
Spatial		2.92	1.91	0.06	0.14	0.09	0.31	0.92
Total		4.54	3.07	0.02*	0.04*	0.03*	0.03*	0.60
Writing Sample	H	0.01	0.10	0.89	0.96	0.89	0.62	0.60
	F	2.27	2.17	0.11	0.10	0.42	0.36	0.17
	O	0.48	0.83	0.62	0.49	0.89	0.21	0.23
	D	0.83	1.12	0.58	0.35	0.18	0.66	0.24
Test of Cognitive Skills		2.81	2.22	0.10	0.12	0.17	0.08	0.49

* indicates statistical significance at .05 level. ** indicates statistical significance at .01 level.

scores were significantly higher for the Aboite and Haverhill schools when compared with the Lafayette school. Although the Haverhill group scored higher than the Aboite group, the results were not large enough to be statistically significant at the .05 level. However, there was no difference in the Spatial Subtest that could be attributed to treatment since Haverhill's high scores were countered by the lower scores of Lafayette.

When the differences were corrected through analysis of covariance, the differences between Aboite and Lafayette and between Haverhill and Lafayette were still significant.

Writing Sample, Grade 5. Further statistically significant differences were found when the scores for the writing sample were compared for grade 5. Again, Haverhill scored significantly higher than Lafayette on all of the measures associated with the writing sample (Holistic, Creativity, and Maturity of Thought). However, after analysis of covariance was performed, the only significant difference remaining was the significant difference on the creativity subtest when Haverhill and Lafayette were compared. The significant difference between raw scores of Aboite and Haverhill did not retain its significance when scores were adjusted due to the differences in ability of the two groups.

None of the other variables analyzed for Grade 5 was statistically significant at the .05 level. However, since writing is not a part of the ALPHA curriculum, it is probably true that writing skill is most related to the efforts of the individual teacher.

DCAT, Grade 6. The summary statistics for the statistical tests conducted on the Woodside students of Grade 6 is contained in Tables VII and VIII. Results indicated that both the Quantitative and the Total Subtests were significant in favor of the students at Aboite. These results did not change substantially when the means were corrected by analysis of covariance. Aboite students were significantly higher than the Haverhill, Lafayette, or the weighted average of the two schools on both the Quantitative and Total Subtests.

Writing Sample, Grade 6. The writing sample analysis contained in Tables VII and VIII shows that there was no significant difference for any of the comparisons made regarding the Grade 6 writing sample which was obtained from the Indiana Statewide Testing of Educational Progress (ISTEP).

It should be recalled that the scores obtained were for Woodside Middle School students and the comparisons made were those between the schools where these students had attended fifth grade. It should also be recalled that writing skill is most related to the efforts of the individual teacher.

QUALITATIVE STUDY

The results that are reported in the following paragraphs were obtained by means of several sources. Among these are the participant observations conducted when the evaluator visited Project ALPHA classrooms, interviews with the personnel of the project (See Table II), telephone interviews with thirty parents of ALPHA

students, interviews with students, teachers, parents, and administrators. Examples of questionnaires and interview schedules are contained in Appendix II and Appendix III of this report.

The findings of the study are documented in the following paragraphs:

THE PROGRAM

The Metropolitan School District of Southwest Allen County has dedicated itself to providing educational programs that recognize the unique value, needs, and talents of individual students. Part of this dedication is reflected by the concern demonstrated by the school administration in determining which delivery system is best for the instruction of gifted and talented students.

The gifted and talented program must be designed to provide experiences and stimulation for gifted and talented students, but there is a strong concern that has been expressed by parents that these students should also interact with students from a variety of educational abilities and backgrounds.

Of all the persons who were contacted during this study, only a few (5) parents expressed an opinion that gifted/talented programs should not be continued in the school system. The questionnaires that were completed by teachers indicated that the program is a "good idea" that addresses the needs of the students. No teacher opposed continuation of ALPHA and two thirds of them strongly favored the program. All administrators and all students who were contacted want the program to continue. The parents from the suburban school district want, expect, and will demand a gifted

program in the school district.

Two Delivery System Approach. While there is support for the program itself, one primary consideration must be the elimination of the two delivery system approach that has been utilized at Aboite for the past two years. Students receive instruction in a self-contained classroom and also attend resource room classes for one hour each day in groups of twelve. Such a two delivery system approach is expensive, redundant, and unnecessary.

All administrators and all teachers who were interviewed were in favor of each school providing one or the other but not both alternatives. However, there has also been the feeling expressed that whatever alternatives are offered to students at one elementary school should be available for students from other elementary schools.

Consideration of this approach was found in Aboite School where one student from outside the attendance district was attending classes at Aboite since it had been decided that the self-contained classroom approach there would better serve the student than the pull-out program offered at the school in the student's attendance district.

Magnet School. The survey found that the parents of students attending ALPHA classes are strong supporters of local neighborhood schools. Parents who were surveyed want their children attending schools close to their homes and they also want them to maintain friendships with students who are not in the ALPHA classes.

Parents who were interviewed affirmed that they did not wish to have children attend a magnet school outside their neighborhood district. Thirty-three of the forty-one parents who completed questionnaires indicated opposition to the magnet school concept. The typical reaction of parents was that if there were to be a magnet school, it would take a lot of selling on the part of the school administrators. It was a curious finding that parents who were interviewed opposed a magnet school but would be willing to provide transportation so that their children could attend one.

It can be demonstrated mathematically that the creation of a magnet school for grade 5 would eliminate one teacher position. Perhaps this is one reason that one eighth of all teachers would oppose the creation of a magnet school for gifted children. The magnet school was, however, a popular one with principals of elementary schools in the district.

The Delivery System. The choice of a delivery system for gifted and talented instruction is influenced by a variety of factors. First, parents and students who were interviewed showed a preference for the kind of delivery system that they were most familiar with. Those who were familiar with Aboite favored self-contained and those familiar with Haverhill often expressed a preference for pull-out enrichment programs.

It is fair to say that parents and students from Aboite favored the self-contained classroom. However, the survey found little indication that self-contained instruction would be opposed by parents, teachers, or administrators in the other elementary schools.

One survey indicated that the self-contained approach would be favored by most of the Haverhill parents.

However, the survey did encounter a few parents who were adamant that their children should not be segregated in a self-contained classroom. One parent indicated that he would withdraw his children from participation in any program other than an enrichment pull-out delivery system.

However, the overriding concern about what the delivery system should become is determined by the size of the talent pool. Fifth grade enrollments in gifted/talented programs at Haverhill, Deer Ridge, and Lafayette are not large enough to support a self-contained classroom delivery system.

From the teachers' questionnaire, the majority preferred a pull-out program because they feared they would never get to see the school's student leaders if a self-contained approach was utilized. The majority of teachers also indicated that they would favor permitting a parent to elect whether his/her child would attend a pull-out or a self-contained class. When administrators were interviewed, all indicated that they favored the self-contained classroom, but the administrators' questionnaire indicated an even split between pull-out and self-contained. The study found no indication that parents at any school, including Haverhill, were opposed to the self-contained classroom approach.

Selection Process. The selection process used to assign students to ALPHA classes is outlined in Appendix I of this report. While there is a general consensus that the process has no major problems, there

is also a concern that some of the students who are enrolled in ALPHA classes are not truly gifted, but adequate exit procedures have not been established. The data did indicate that six (6) students in ALPHA have I.Q.s in the range of 90-104. However, these are isolated cases and in many gifted and talented programs, selection is often made on the basis of factors other than I.Q.

While there has been considerable thought given to an exit procedure from the ALPHA program, further attention should be directed to the development of appropriate exit procedures.

Training of Teachers. The school corporation has made a concerted effort to provide certification opportunities for teachers of gifted/talented students. There are several teachers in the school district who have completed considerable training in gifted/talented programs and some are nearing certification. The school corporation should continue to encourage teachers to complete their training.

However, it may be appropriate to question the amount of training completed by the typical classroom teacher. The teachers' questionnaire showed that only about one third are involved in curriculum compacting in most subjects. Relatively few could identify more than half of the terms that are common to gifted education.

The Curriculum. One major problem involved with determining the delivery system has been the perception that the curriculum for the self-contained program is only defined in the language arts area. The observations in this area have established that while this may be true to some degree, it is also not a problem that should influence the gifted program. The curriculum for the "resource room" has been carefully articulated. The instructional program for ALPHA in the language arts area has been specified. All of the other subjects have curricula that are well identified. What would be appropriate at the present time is for the ALPHA self-contained classrooms to simply compact these curricula and to provide enrichment to them. So, while some teachers associated with the gifted/talented program may believe curriculum articulation to be a necessity prior to the change of a delivery system, the facts do not substantiate that this would be a necessity.

Scheduling. There was a feeling expressed among some teachers that the schedule that students at some schools follow interferes with the ALPHA program. In some schools, students go to the resource room at different times each day and can't always make up what they have missed. One third of the teachers surveyed indicated that the ALPHA program was disruptive to their classrooms.

The school system should implement a more consistent system of scheduling for gifted and talented pull-out classes.

Communications. Communication with persons involved with the ALPHA program seems to be presenting problems in several areas.

First, in some instances, teachers involved in the pull-out program felt that there is a serious lack of communication between the resource teacher and classroom teachers. The classroom teachers felt that the lack of communication produced learning that was "disjointed." When the scheduling and the lack of communication were combined, the problem was compounded.

In the survey, a large number of classroom teachers indicated that they were not familiar with ALPHA and less than half could identify more than half of the terms that are associated with gifted instruction.

Although the majority of parents were satisfied and even pleased about the ALPHA program, many expressed a desire to have more communication with the resource teacher.

The school corporation should take steps to ensure consistent and effective communication between all persons involved with the ALPHA program.

The Students. At the beginning of this study, some teachers expressed the opinion that the ALPHA students were becoming less enthusiastic. The observations made in the classroom indicate that these perceptions were far from correct. Overall, observations indicated a highly motivated and cooperative student body.

Pressure and Elitism. The study found relatively few instances of elitism in the ALPHA program. One parent stated in an interview that the parents of the school system would "do almost anything to get their children in" but this was not a common feeling among parents, teachers, or administrators. As a result of the data obtained from the student questionnaire, it could be concluded that although the majority of ALPHA students feel that ALPHA does not place pressure on them. However, several students indicated that they feel a lot of pressure.

Reactions of students to questions about how their peers treat ranged from "I am well accepted by others" to "I feel that I am different."

The Instructional Program. Although most parents indicated that they approved of the ALPHA program, they were reluctant to demonstrate any understanding of what the program entailed. Some indicated that they felt that the program should utilize more of the community's resources and guest lecturers. Others said they would like to see more attention to interests and career goals of the students. Others wanted the program to devote more attention to the emotional needs of the students.

SUMMARY

The Southwest Allen school system has established a necessary and valuable program to deal with differences and to challenge the gifted and talented students of the community.

The self-contained classroom at Aboite is working very well. Overall, the ALPHA program seems to be effective and it is supported by the staff, students and their parents.

The magnet school does not seem to be a viable alternative at this time. As a result of the statistical significance of some of the studies that were performed, it is appropriate to continue and to possibly expand the self-contained offerings at Aboite while strengthening the enrichment pull-out classes at the other schools. Since the school district is intent on providing equal opportunities to all students, perhaps an option could be given to students to attend classes with a delivery system that was more appropriate to their individual needs.

At the present time, attention needs to be devoted to dealing with problems of scheduling, communication, and, in some cases, classroom management.

The personnel of the school system are highly motivated and dedicated to providing quality gifted and talented instruction. Good leadership will be needed for the ALPHA program to prosper. With leadership, support, and cooperation, students in the Southwest Allen Schools will continue to receive appropriate opportunities in gifted and talented education.

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Gifted and Talented Program

Identification Revisions
(1988)

1. ISTEP Tests, the California Achievement Test, and the Test of Cognitive Skills will be used as pre-identification information only. These results will not be incorporated into the matrix or used as a part of formal identification. Students should be red-flagged when TCS ≥ 130 AND Total Battery CAT score is $\geq 95\%$.
2. The Olis-Lennon School Abilities Test and the Stanford 7 Plus Achievement Test will be used as a part of the formal identification process.
3. The ALPHA teacher and building principal will develop a screening and testing schedule within each building. Every effort will be made to establish a regular assessment schedule so that students can be screened in small groups.
4. The data from the Olis-Lennon and Stanford 7 will be incorporated into the matrix.

M.S.D. Southwest Allen County
ALPHA Program
Elementary Curriculum Matrix Plan

KINDERGARTEN - DISCOVERY

An introduction to the Process Skills in ALPHA (Critical Thinking, Creative Problem Solving, Inquiry)
90% of the program focus is on Process, 10% on Content.

Content Area: Foods and Nutrition

GRADE 1 - EXPLORATION

First Semester - Exploring Symbols
- words
- numbers

Second Semester - Exploring the World of Wildlife
- native species
- endangered species

	RELATIONSHIPS First Quarter	COMMUNICATION Second Quarter	PATTERNS Third Quarter	SPACE/TIME Fourth Quarter
GRADE 2	Future Technology - Robotics	Math In Art	Science of Electri- and Solar Energy	<u>Jonathon Livingston</u> <u>Seagull</u>
GRADE 3	Currency - Past, Present, and Future	Media - A Study of its Influences	Linguistics - A Study of Language Origin and Inter-relatedness	Constellations Science, Mythology and Science Fiction
GRADE 4	Novels featuring Gifted Characters	Animal Communication - A Study of Nonverbal Methods of Communi- cation	Development of Commu- nication Systems, the Inventing Process and Independent Study	Architectural Drawing and Design - A Study Including Graphing, Ratios and Scale
GRADE 5	Relationships of Organisms Mutualism, Commensalism, Para- sitism	A Study of Formal Methods of Communi- cation, Interview and Debate Techniques, Data Bases	Number Systems - Bases, Calendars	Cultural Development Archeological Study

Exploring the Diversity of Human Experience

Relationships

Communication

Patterns, Systems
and Cycles

Space & Time

2 Robotics
(Social Studies)

Math in Art
(Math)

Electricity
(Science)

Johnston Livingston
Seagull (Lang. Arts)

3 Money
(Math)

Media
(Social Studies)

Linguistics
(Language Arts)

Constellations
(Science)

4 Biographies
(Language Arts)

Animal Communication
(Science)

Perspectives on
Technology (Sec. St.)

Architectural Drawing
& Design (Math)

5 Parasites
(Science)

12/23

Debate
(Language Arts)

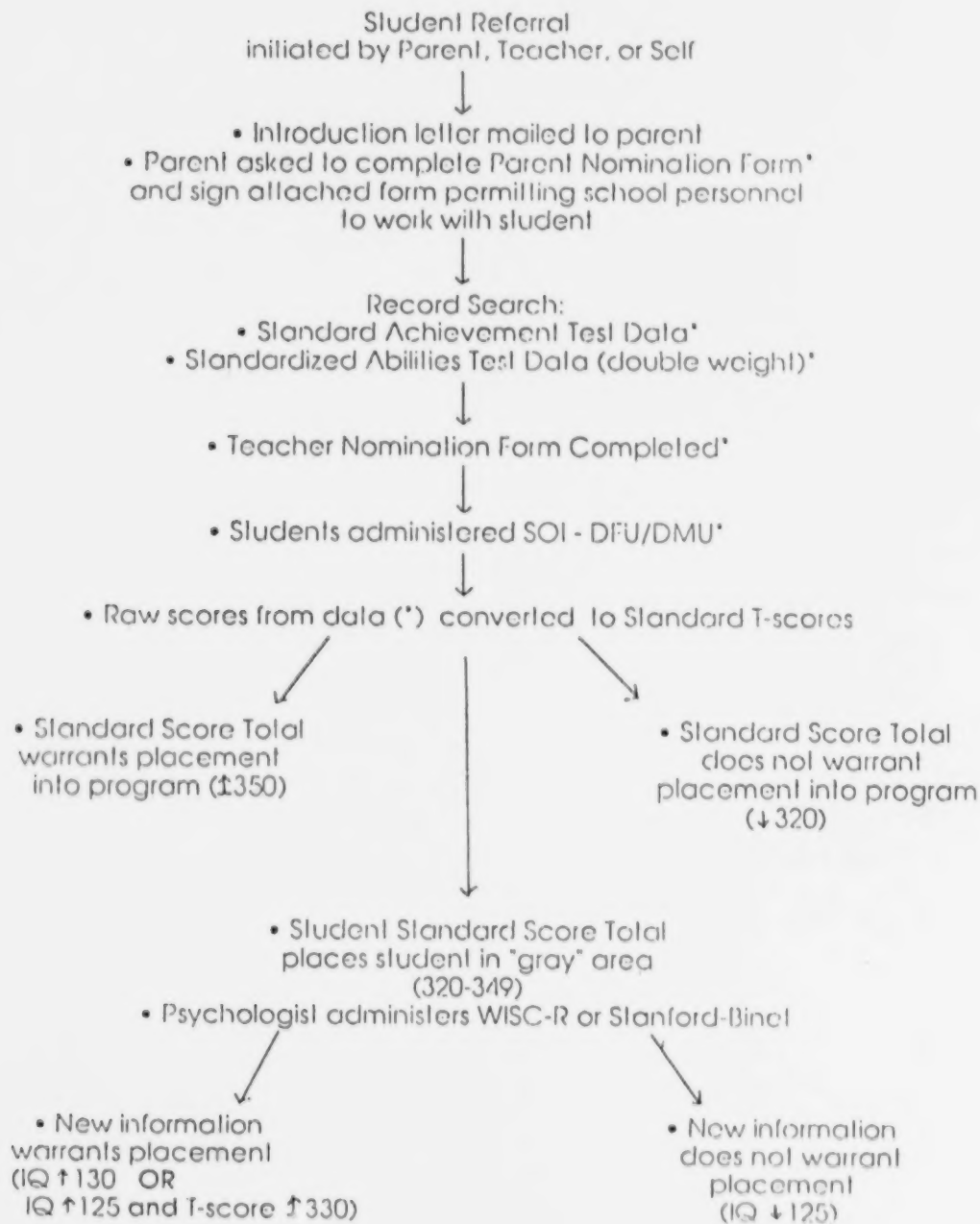
Number Patterns & Cultural
Systems (Math)

discovery & communication

Cultural Development
& Archaeological Study
(Sec. Studies)

M.S.D. Southwest Allen County
Gifted and Talented Program
Identification Flowchart

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A PARENT QUESTIONNAIRE CONCERNING THE ALPHA GIFTED EDUCATION PROGRAM

Introduction

The Metropolitan School District of Southwest Allen County is conducting an evaluation to obtain information of our gifted and talented education program. It is our hope that this evaluation will help us identify areas of need or special concern within our current program so that appropriate improvements can be made.

An evaluator from Indiana State University has been contacted and has agreed to help us with this evaluation project. He will be conducting observations and interviews, examining program documents and district policies in order to help the Southwest Allen Schools pinpoint the strengths and the needs within our gifted education program. He will also help us form a plan for the improvement and enhancement of the gifted education program. Decisions and recommendations regarding program modifications will be made as a result of this evaluation.

This program evaluation is currently underway and the analysis and recommendations will be available to all interested parties by the late spring of 1989. As one portion of this program evaluation we are distributing surveys to several parents throughout the school district. We feel it is important to review the opinions and suggestions of all interested parties and would like to ask for your help with this effort.

We would appreciate it if you would take a few moments to complete the survey. Please feel free to add additional comments, anecdotes, criticism, suggestions or praise as you see fit. We welcome all comments. Thank you for your cooperation with this project.

A PARENT QUESTIONNAIRE CONCERNING THE ALPHA GIFTED EDUCATION PROGRAM

DIRECTIONS: Please complete the following survey as a tool for sharing your observations and opinions about the ALPHA Gifted Education Program with us. Please answer each question below in light of your own personal experiences with the program. The use of your name at the beginning of this survey is optional.

1. Name (optional) _____

2. In which attendance district will your residence be in during the Fall of 1989?

21 Aboite 6 Deer Ridge 2 Woodside
6 Haverhill 7 Lafayette Central

3. Check the grades of your children who are attending ALPHA program classes this year.

	1	2	3	4	5	6
Aboite	4	3	2	3	12	9
Deer Ridge	1	1		2	2	2
Haverhill				1	3	2
Lafayette Central				2	3	2

4. Have you had the opportunity to attend a meeting or a workshop that describes the ALPHA program?

	Aboite	Haverhill	Deer R.	Laf.C.	Woodside
___ Yes, in the last year	16	3	3	3	1
___ Yes, but it was longer than one year ago	3	2	2	1	--
___ No, I was invited but didn't attend	2	1	1	2	1
___ No, I have no knowledge of such a meeting	--	--	--	1	--

5. Do you feel that you have a thorough understanding of the goals and the objectives of the ALPHA program?

	Aboite	Haverhill	Deer R.	Laf.C.	Woodside
___ I have a very good understanding of the program's goals.	15	3	3	2	1
___ I am somewhat familiar with the program's goals	6	3	2	5	1
___ I have very little knowledge of the program's goals.	--	--	1	--	--

6. Do you feel that you have been provided with enough information about the specific program that has been adopted by M.S.D. Southwest Allen for their gifted education program?

	Aboite	Haverhill	Deer R.	Laf.C.	Woodside
— I have a thorough understanding of the ALPHA program.	13	1	3	2	1
— I am somewhat familiar with the ALPHA program.	7	5	2	5	1
— I have very little knowledge of the ALPHA program.	--	--	1	--	--

7. Have you met the gifted education teacher(s) at your child's school?

	Yes	No
Aboite	21	--
Haverhill	6	--
Deer Ridge	5	1
Lafayette Central	7	--
Woodside	2	--

8. Have you been invited to visit the resource room or participate in any enrichment activities?

	Yes	No
Aboite	15	6
Haverhill	5	1
Deer Ridge	3	4
Lafayette Central	2	2
Woodside	--	--

9. Would you like to visit the resource room or participate in an enrichment activity?

	Yes	No
Aboite	18	2
Haverhill	5	1
Deer Ridge	4	1
Lafayette Central	4	2
Woodside	4	--

10. Has your child's classroom teacher discussed enrichment or acceleration options with you?

	Yes	No	
Aboite	12	7	
Haverhill	2	3	
Deer Ridge	3	3	
Lafayette Central	1	5	(Some - 1)
Woodside	1	1	

11. Please rate the degree to which your child has been involved in the activities listed below:

	Very Often	Sometimes	Seldom	Never	Don't Know
a. The chance to attend an orientation session about the new program					
Aboite	2	9	3	5	3
Haverhill		1	-	1	4
Deer Ridge		1	-	3	2
Lafayette Central	2	2	1	2	-
Woodside	-	-	1	1	-
b. The opportunity to complete an interest inventory.					
Aboite	2	8	4	3	4
Haverhill	1	1	1	1	3
Deer Ridge	-	-	1	1	3
Lafayette Central	-	2	1	3	1
Woodside	-	1	-	1	-
c. The chance to attend workshops, mini-courses or lectures in his/her interest area.					
Aboite	2	7	7	4	1
Haverhill	1	2	-	2	1
Deer Ridge	-	1	1	1	2
Lafayette Central	-		3	3	-
Woodside	-	-	1	4	1
d. The chance to receive thinking skills training in the classroom.					
Aboite	14	5	-	-	2
Haverhill	4	2	-	-	-
Deer Ridge	1	4	-	-	-
Lafayette Central	6	-	-	-	-
Woodside	1	2	-	-	-
e. The chance to pretest out of class assignments and worksheets if mastery can be proven.					
Aboite	6	9	4	1	1
Haverhill	1	1	1	-	3
Deer Ridge		1	-	1	3
Lafayette Central		3	1	3	-
Woodside		1	1	2	-

	Very Often	Sometimes	Seldom	Never	Don't Know
f. The chance to work on research, projects or investigations of his/her OWN choosing in the resource room.					
Aboite	8	10	2	2	-
Haverhill	1	2	-	1	2
Deer Ridge	1	3	-	-	1
Lafayette Central	1	5	1	-	-
Woodside	1	1	1	-	-
g. The opportunity to work at a challenging pace or level with respect to the basic skills curriculum in the classroom.					
Aboite	15	5	-	-	-
Haverhill	4	2	-	-	-
Deer Ridge	2	2	1	-	1
Lafayette Central	2	4	1	-	-
Woodside	2	1	-	-	-
h. The chance to attend special advanced training sessions that teach the skills of the professional in your child's interest areas.					
Aboite	2	2	4	11	2
Haverhill	-	-	-	3	3
Deer Ridge	-	1	-	3	1
Lafayette Central	-	-	2	4	1
Woodside	-	-	1	2	1
i. The chance to meet with a teacher or other adult who helps your child focus his/her academic interests and suggest meaningful research and study.					
Aboite	6	6	1	7	1
Haverhill		1	2	1	2
Deer Ridge		-	1	1	2
Lafayette Central	1	1	1	1	-
Woodside		-	-	2	-

12. From your perspective, what are the biggest strengths of the ALPHA program and the way it is operating?

	(1)	(2)	(3)	(4)
Aboite	Challenging	Teachers	Curriculum	Self Contained
Haverhill	Creativity	Meets	Pace of	Challenging
Deer Ridge	New Exper.	Children's Needs	Instruct.	Enrichment
Lafayette Central	New Exper.	Self Esteem	Enrichment	Relate with Others
Woodside	No Slower Students	Advanced Learning	Enrichment	No Pullout

13. From your perspective, what are the greatest problems with the ALPHA program and the way it is operating?

	(1)	(2)	(3)	(4)
Aboite	Tchr/Student Ratio	Missing Activities	Can Socialize	Lack of Parent Involvement
Haverhill	No Cooperation by Teachers	Elitism	Discourages	Parent Underachievers Involvement
Deer Ridge	Missing Activities	"Feeling Different"	Discourages	Missed Underachievers Activities
Lafayette Central	Separation	No Cooperat. w/Tchrs.	Class Size	
Woodside	No Mastery of Basics			

14. In your opinion, what special needs, plans, or provisions should be made to solve the problems you mention in item number 13?

	(1)	(2)	(3)	(4)
Aboite	More Resource Teachers	Better Testing	Extend Self Contained	Keep Parents Informed
Haverhill	Teacher Cooperation	Higher Requirements	Change to Self-Cont.	----
Deer Ridge	Inservice Training	Ability	----	----
Lafayette Central	Higher Level Testing	Compare to Norms	Classroom Teachers more Flexible	
Woodside				

15. Please indicate the degree to which of the following individuals currently demonstrates responsibility for helping with your child's gifted/talented education.

	A great deal of Responsibility	Somewhat Responsive	Slightly Responsive	No Responsiveness Shown
a. The classroom teacher				
Aboite	18	3	-	-
Haverhill	2	4	-	-
Deer Ridge	5	-	1	-
Lafayette Central	3	3	-	-
Woodside	2	1	-	-
b. The resource room teacher				
Aboite	15	5	-	1
Haverhill	5	1	-	-
Deer Ridge	3	2	-	-
Lafayette Central	5	1	-	-
Woodside	1	1	-	1
c. The building principal				
Aboite	2	2	6	2
Haverhill	-	2	2	1
Deer Ridge	1	2	2	0
Lafayette Central	2	2	1	2
Woodside	1	0	1	2
d. Child's father				
Aboite	10	9	2	-
Haverhill	4	2	0	-
Deer Ridge	1	2	2	-
Lafayette Central	3	3	1	-
Woodside	2	2	0	-
e. Child's mother				
Aboite	14	6	1	-
Haverhill	5	1	-	-
Deer Ridge	2	2	1	-
Lafayette Central	4	2	1	-
Woodside	2	1	-	-
f. Other family members				
Aboite	1	3	7	2
Haverhill	-	1	2	1
Deer Ridge	-	-	3	1
Lafayette Central	-	2	-	3
Woodside	-	-	1	1

counselor

V = 1 (Other)

16. Please check phrases that apply below to indicate your perception of your child's attitude about his/her participation in the current gifted education program.

	Aboite	Haverhill	Deer Ridge	Lafayette Central	Woodside
Enthusiastic	15	3	6	6	2
Negative		1	1		
Somewhat Challenged	13	3	4	6	2
Confused	1				1
Stressful	2	2	2	1	1
Positive	11	4	6	5	2
Unsatisfied		1			
Simplistic	2		1		
Actively Involved	16	2	3	4	2
Inferior	--	--	--	--	--
Indifferent		1			
Very Challenged	10		3	1	2
Unclear	1	1	1		1
Hesitant	1	1			
Superior	2		2	1	

17. What evidence of pressure on students or elitism have you observed?

Aboite At first the student was afraid that he couldn't do ALPHA. The pressure to achieve was great. There is some elitism.

Haverhill There was pressure to complete classroom assignments. Non-ALPHA students felt they aren't as good. There is lack of compassion on the part of classroom teachers. The pressure to achieve is too great.

Deer Ridge Pressure to achieve. Comments from Student. Sometimes child acts dumb to fit in.

Laf. Central Pressure not to make a mistake. Parental Pressure. Stress because too immature for program.

Woodside No answer.

18. In your opinion, which three items in the following list should be of top priority to the gifted education program during the following year?

	Aboite	Haverhill	Deer Ridge	Lafayette	Central	Woodside
increase written communication	4		1			
eliminate the program	--	--	--	--		--
train classroom teachers	3	1	1	2		
deal with students' academic interests	5			3		
increase the budget	2		1	1		
use more community resources	5			2		
teach research skills	3	1	2	2		
start a fine arts program	5			2		
communicate with the press	--	--	--	--		--
start a summer program	3	1		1		
provide more time for student projects	1					
place more emphasis on creativity	4	3	2	5		1
create a steering committee	1					
provide parent workshops	3	1		1		
expand the program	3					
serve fewer students	1					
involve older students	--	--	--	--		--
teach an accelerated curriculum	5	1	2	1		
hire more resource room teachers	2		1			
deal with handicapped and special needs students	6	2	2			1
teach more thinking skills	6	2	2			1
deal with social & emotional issues	6	5	2	1		1
help underachieving bright students	3	1	2	2		2
involve more teachers	--	--	--	--		--
place a greater emphasis on basic skills			1	2		1
other	1		1			
Teach About Computers				1		
Exposure to Career Alternatives						
Improve Program		1				

The following terms are defined so that you can answer the following questions:

Pullout Enrichment: A method of delivering instruction in which participating students leave their classrooms for one hour each day.

Self-Contained Classroom: Students are assigned to one classroom with one teacher for most of their academic instruction.

Magnet Schools: One or more of the elementary schools in the district serves as a site where all students in the program are transported.

19. It is important to me to have our school district continue to provide gifted/talented instruction.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Aboite	5			2	9
Haverhill				1	5
Deer Ridge					6
Lafayette Central				4	3
Woodside					2

20. Which method for delivering gifted/talented instruction would you prefer?

	Self-Contained	Pullout	Enrichment	Magnet	No Pref.	Other
Aboite	18			1		Individualized 1
Haverhill	4					
Deer Ridge	4			1		
Lafayette Central	5					Student work w/most effective Tchr 1
Woodside	2					

21. Which method of delivering gifted/talented instruction would you object to?

				No Objections
Aboite	1		10	5
Haverhill		4	6	
Deer Ridge			3	2
Lafayette Central		1	5	1
Woodside		2	1	

22. I would object to have ALPHA project children attending a magnet school outside of our attendance district.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Aboite	2		5	2	12
Haverhill				2	4
Deer Ridge			1	1	4
Lafayette Central	1			2	4
Woodside					2

23. Parents should be given an option concerning whether their children in the ALPHA program will receive pullout enrichment or self-contained classroom instruction.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Aboite	2	1	1	13	3
Haverhill			2	2	2
Deer Ridge		1		4	1
Lafayette Central			4	2	1
Woodside	1				1

24. Parents will be willing to car pool transportation if necessary so that their children can attend gifted/talented classrooms.

Aboite	4	4	7	1	1
Haverhill	1	1	1	1	1
Deer Ridge	1	1	2	2	
Lafayette Central	4	2	1		
Woodside	1	1			

25. What suggestions can you offer about ways to improve the ALPHA program?

Aboite	Haverhill	Deer Ridge	Lafayette Central	Woodside
Change to Self-Contained	Better Communication Between Classrooms & Resource Teacher	Make Course Work More Rigorous	Make Sure Basic Needs Met Before Advancement	Re-evaluate After 5 & 8 Grades
Resource Teachers Should be Certified Gifted Teachers	Involve Parents	Enrichment Classes in Subject Areas	Stress Goals for Early Achievement	
Deal with Emotional Stigma Faced with Other Peers	Minimize Elitism	School-wide Understanding of Gifted	Program Should Be Exclusive- Top 33%	
More Fine Arts	More than One Teaching Method	School-wide Understanding of Gifted		
After School Enrichment Activities	Classroom Teachers Realize All Work Can't Be Made Up	More Subjects		

26. Use this space for any other comments you care to make regarding the ALPHA program.

Aboite	Haverhill	Deer Ridge	Lafayette Central	Woodside
Good Program	Good Teacher	Good Program	Good Program	No comment
ALPHA Parent Support Group	Smaller Classes	Smaller Classes	Have it Twice a Day	
More Acceleration	Require Parent Involvement		Expand SWAC Program for all Bright Students	
Children are Challenged	Keep Contained Classroom			

ADMINISTRATORS' QUESTIONNAIRE CONCERNING THE ALPHA GIFTED EDUCATION PROGRAM

Introduction

The Metropolitan School District of Southwest Allen County is conducting an evaluation to obtain information of our gifted and talented education program. It is our hope that this evaluation will help us identify areas of need or special concern within our current program so that appropriate improvements can be made.

An evaluator from Indiana State University has been contacted and has agreed to help us with this evaluation project. He will be conducting observations and interviews, examining program documents and district policies in order to help the Southwest Allen Schools pinpoint the strengths and the needs with our gifted education program. He will also help us form a plan for the improvement and enhancement of the gifted education program. Decisions and recommendations regarding program modifications will be made as a result of this evaluation.

This program evaluation is currently underway and the analysis and recommendations will be available to all interested parties by the late spring of 1989. As one portion of this program evaluation we are distributing surveys to several parents throughout the school district. We feel it is important to review the opinions and suggestions of all interested parties and would like to ask for your help with this effort.

We would appreciate it if you would take a few moments to complete the survey. Please feel free to add additional comments, anecdotes, criticism, suggestions or praise as you see fit. We welcome all comments. Thank you for your cooperation with this project.

ADMINISTRATORS' QUESTIONNAIRE CONCERNING
THE ALPHA PROGRAM

Directions: Please complete the following survey as a tool for sharing your observations and opinions about the ALPHA program with us. Please answer each question below in light of your own personal experiences with the program. The use of your name at the beginning of this survey is optional. Thank you for your help.

1. Name (Optional) _____
2. Have you had the opportunity to attend a meeting or a workshop that describes the ALPHA program?
 3 Yes, in the last year.
 1 Yes, but it was longer than one year ago.
 - No, I was invited but didn't attend.
 - No, I have no knowledge of such a meeting.
3. Do you feel that you have a thorough understanding of the goals and the objectives of the ALPHA program?
 3 I have a very good understanding of the program's goals.
 1 I am somewhat familiar with the program's goals.
 - I have very little knowledge of the program's goals.
4. Do you feel that you have been provided with enough information about the ALPHA program that has been adopted?
 1 I have a thorough understanding of the ALPHA program.
 3 I am somewhat familiar with the ALPHA program.
 - I have very little knowledge of the ALPHA program.
5. Have you had the opportunity to observe the gifted education teacher(s) at your school?
 4 Yes - No
6. Have you been invited to visit the resource room or participate in any enrichment activities?
 4 Yes - No

7. Please read through the following list of terms that are used within the ALPHA Model. Please make a checkmark (/) next to each term that is familiar to you or has been explained to you orally or in writing.

<u>4</u> Self Contained	<u>3</u> Affective Training
<u>4</u> Program Pullout Enrichment	<u>4</u> Curriculum
<u>3</u> Magnet School	<u>4</u> Pretesting
<u>4</u> Resource Room	
<u>3</u> Interest Assessment	
<u>4</u> Definition of Giftedness	

8. Please rate the degree to which students in your school district have been involved in the activities listed below.

	Very Often	Sometimes	Seldom	Never
a. The chance to attend an orientation session about the new program.	<u>1</u>	<u>2</u>	<u>-</u>	<u>1</u>
b. The opportunity to complete an interest inventory.	<u>-</u>	<u>3</u>	<u>-</u>	<u>1</u>
c. The chance to attend workshops, minicourses or lectures in his/her interest area.	<u>-</u>	<u>2</u>	<u>2</u>	<u>-</u>
d. The chance to receive thinking skills training in the classroom.	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>
e. The chance to pretest out of class assignments and worksheets if mastery can be proven.	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>
f. The chance to work on research, projects or investigations of his/her OWN choosing in the resource room.	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>

	Very Often	Sometimes	Seldom	Never
g. The opportunity to work at a challenging pace or level with respect to the basic skills curriculum in the classroom.	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>
h. The chance to attend special advanced training sessions that teach the skills of the student's professional interest areas.	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
i. The chance to meet with a teacher or other adult who helps the child focus his/her academic interests and suggests meaningful research and study.	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>

9. From your perspective, what are the greatest strengths of the ALPHA program and the way it is operating?

good curriculum
qualified teachers
student enthusiasm
like self-contained

10. From your perspective, what are the greatest problems with the ALPHA program and the way it is operating?

Will we be able to finance this?
Administrative Management
1 Sequencing of Curriculum
7 Communication on regular basis
Not enough teachers' aides
Scheduling difficulty with pull out

11. In your opinion, what special needs, plans or provisions should be made to solve the problems you mentioned in item Number 10?

Self-Contained Program - Cobb

More Aides - Klein

Scheduling coordinated with special area - Klein

Teach plan - formation of plan - Hippensteel
operation

No Answer - Flora

12. Please circle no more than two of the phrases below to indicate your perception of the attitudes of the students in your building/district about their participation in the current gifted education program.

<u>4</u> Enthusiastic	1 Cobb, 2 Flora	Indifferent
___ Negative	<u>2</u> Positive	___ Indifferent
___ Somewhat Challenged	___ Unsatisfied	<u>1</u> Hippensteel
___ Confused	___ Simplistic	___ Very Challenged
___ Elite	<u>1</u> Klein	___ Unclear
	___ Actively Involved	___ Hesitant
	___ Stressed	

13. What evidence of pressure on students or elitism have you observed?

Flora	Hippensteel	Klein	Cobb
--	occasional incident of grade skipping which causes an emotional adjustment	--	--

14. In your opinion, which five items in the following list should be of top priority to the gifted education program during the following year?

- | | |
|---|---|
| <u>2</u> Hippensteel & Cobb
Increased written communication | <u>1</u> Cobb
Provide parent workshops |
| <u>1</u> Klein
Train classroom teachers | ___ Expand the program |
| <u>2</u> Cobb & Hippensteel
Deal with students' academic interests | <u>2</u> Klein & Flora
Serve fewer students |
| ___ Increase the budget | ___ Involve older students |
| <u>1</u> Hippensteel
Use more community resources | ___ Teach an accelerated curriculum |
| ___ Teach research skills | ___ Hire more resource room teachers |
| <u>1</u> Hippensteel
Start a fine arts program | ___ Involve more administrators |
| ___ Communicate with the press | <u>1</u> Cobb
Teach more thinking skills |
| ___ Start a summer/Saturday program | ___ Deal with social and emotional issues |
| ___ Provide more time for student projects | <u>2</u> Klein & Cobb
Help with underachieving bright students |
| ___ Place more emphasis on creativity | <u>2</u> Hippensteel & Flora
Involve more teachers |
| ___ Create a steering committee | <u>1</u> Flora
Increase curriculum compacting |
| | ___ Place a greater emphasis on basic skills |
| | ___ Inform Board members |
| | <u>1</u> Klein
Provide more teacher aides |
| | <u>1</u> Flora
(Other)
Better screening process |

The following terms are defined so that you can answer the following questions:

Pullout Enrichment: A method of delivering instruction in which participating students leave their classrooms for one hour each day.

Self-Contained Classroom: Students are assigned to one classroom with one teacher for most of their academic instruction.

Magnet Schools: One or more of the elementary schools in the district serves as a site where all students in the program are transported to

15. It is important for me to have our school district continue to provide gifted/talented instruction.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
--	--	--	--	4

16. Which method for delivering gifted/talented instruction would you prefer?

2 self-contained classroom ___ magnet school 2 no preference
___ pullout enrichment ___ other, please list

17. Which method of delivering gifted/talented instruction would you object to?

___ self-contained classroom 1 magnet school 3 no objections
___ pullout enrichment ___ other, please list

18. I would object to have ALPHA project children attending a magnet school outside of our attendance district.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
--	--	1	1	2

19. Parents should be given an option concerning whether their children in the ALPHA program will receive pullout enrichment or self-contained classroom instruction.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
--	2	--	2	--

20. Parents will be willing to car pool transportation if necessary so that their children can attend gifted/talented classrooms.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
--	1	--	2	1

21. What suggestions can you offer about ways to improve the ALPHA program?

Consistent coordination and management of ALPHA structure

Class size and scheduling problems

Misidentification has also caused a problem

Reevaluate identification program 5

Coordination of ALPHA curriculum with regular 3

Small teacher/student ratio 2

More aides for teachers 2

22. Use this space for any other comments you care to make about the ALPHA program.

System of identification needs to be re-evaluated 2

More concern with social & emotional needs 2

A STUDENT QUESTIONNAIRE CONCERNING
THE ALPHA PROGRAM

DIRECTIONS: We would like to ask for your help. We want your opinion about the ALPHA program in your school. Please think about your activities in this program. Use these experiences to help you answer the questions below. We will use your answers to help us improve the program. Thank you for your help.

Your First Name _____

School _____ Grade _____

1. Read the following words. They are used to describe the activities in your school's enrichment program. Circle the words that have been explained to you by your teachers.

	#	Aboite	Haverhill	Lafayette Central	Woodside	Total
Fluency	1	0	0	0	0	0
Interest Inventory	2	0	0	0	0	0
Productive Thinking	3	0	0	0	1	1
Planning	4	1	0	0	1	2
Interests	5	0	0	0	2	2
Creativity	6	0	0	0	0	0
Decision Making	7	2	0	0	1	3
Flexibility	8	1	0	0	3	4
Elaboration	9	1	0	0	3	4
Real World Probl.	10	3	0	0	3	6
Research	11	5	0	0	9	14
Communication	12	4	0	0	8	12
Brain Storming	13	5	3	4	4	16
Open Ended Questions	14	3	7	0	6	16

2. Does your classroom teacher teach thinking skills in your classroom?

	Yes	No
Aboite	22	2
Haverhill	10	0
Lafayette Central	4	0
Woodside	37	5

3. Are you working on a research project in the resource room?

	Yes	No
Aboite	25	0
Haverhill	10	0
Lafayette Central	4	0
Woodside	40	2

4. If yes, please describe your project.

Aboite & Woodside (Geography, Science, Human Behavior, History)

Haverhill (Action Contracts)

Lafayette Central (Independent Study)

5. Did you make the decision to complete this project or was it someone else's decision?

	I made the decision	Both	Someone else did
Aboite	21	0	5
Haverhill	10	0	0
Lafayette Central	4	0	0
Woodside	24	3	16

6. How often do you go to the resource room to work on your project?

	Daily	Several Times/Day	Every 2 Weeks
Aboite	21	0	2
Haverhill	0	0	0
Lafayette Central	2	0	0
Woodside	27	8	3

	All Day	1 Day/Week
Aboite	1	0
Haverhill	0	10
Lafayette Central	0	2
Woodside	5	0

7. Do you have to make up work when you get back to your classroom?

	Yes	No	Sometimes	Not Applicable
Aboite	1	22	2	0
Haverhill	1	2	7	0
Lafayette Central	2	0	2	0
Woodside	1	0	0	42

8. Circle the five words below that best describe your feelings about the ALPHA program.

	Aboite	Haverhill	Lafayette	Central	Woodside
Fair	14	2	0		15
Not enough time	7	0	2		1
A good idea	19	9	2		33
Unfair	1	0	0		2
Mysterious	1	0	1		4
An honor	16	1	4		20
Dissatisfied	2	0	0		2
Exciting	17	9	3		28
Boring	4	0	0		5
Unclear	5	0	1		0
Discriminating	2	0	0		4
A bad idea	2	0	0		2
Interesting	18	9	2		34
Creative	17	10	4		33
Friendly	8	1	1		8
Hard work	13	10	1		22

9. In your opinion, what is the best thing about the ALPHA program?

	Rank 1	Rank 2	Rank 3	Rank 4
Aboite	Teachers	The Work	Ability to Make Choices	Challenge
Haverhill	Students	The Work	Ability to Learn More	Risk Taking Projects
Lafayette Central	Teachers	Creative	Students	
Woodside	Challenge	Teachers	High School Credits	Learn more.

10. What are some of the problems with the ALPHA program that you have noticed?

	Rank 1	Rank 2	Rank 3	Rank 4
Aboite	More time	Unfair teachers	Too Crowded	Labelling
Haverhill	Miss computer time.	Miss Recess	Makeup work	--
Lafayette Central	More time in ALPHA	Not enough time on projects	Makeup work	--
Woodside	Labelling	Never see friends	Lots of Homework	Uninteresting

11. What ideas do you have for making the ALPHA program better?

	Rank 1	Rank 2	Rank 3	Rank 4
Aboite	More classes	More Excitement	Harder Work	Kids Make More Decisions
Haverhill	Scheduling	More Classes	Working with all Students	Self-Contained
Lafayette Central	Student/ teacher project	Self-Contained	-----	-----
Woodside	More classes	More projects	Working with all students	More experimenting

12. Does your classroom teacher test students to see if they understand assignments or skills BEFORE they are taught? In other words, if you already know how to do the work are you allowed to skip it and do something else instead?

	Aboite	Haverhill	Lafayette Central	Woodside
Always	2	1	0	0
Other people can, but not me	0	0	0	1
Sometimes	19	6	4	11
Never	4	3	1	29

13. Do you think the above process is fair and should be continued?

	Aboite	Haverhill	Lafayette Central	Woodside
Yes (42)	18	9	3	12
No (15)	2	0	0	13
Don't Know (25)	5	1	1	18

14. Are there any school subjects or lessons that are too easy for you? In which subjects do you wish you would have more challenging or complicated work?

	Aboite	Haverhill	Lafayette Central	Woodside
Reading	11	2	1	4
Science	6	6	2	2
Mathematics	11	7	2	10
Social Studies	7	3	2	6
Language Arts	1	8	1	4
Music	14	2	2	14
Art	12	5	3	13
ALPHA	3	0	1	3

15. If someone asked you to name your interests, could you?

	Yes	I'm Not Sure	No
Aboite	19	5	2
Haverhill	10	0	0
Lafayette Central	2	2	0
Woodside	3	9	0

16. What are your interests?

	Rank 1	Rank 2	Rank 3	Rank 4
Aboite	Reading	Sports	Swimming	Art
Haverhill	Nintendo	Sports	Swimming	Piano
Lafayette Central	Art	Reading Music		Sports
Woodside	Sports	Reading Nintendo		Art

17. In what ways, if any, are you different as a result of your school's ALPHA program?

	Rank 1	Rank 2	Rank 3	Rank 4
Aboite	Know More	More Challenged	Work Better	Think Creatively
Haverhill	Think More	No Change	More Challenging	Better Researcher
Lafayette Central	Know More	----	----	----
Woodside	No Change	Smarter	Never Bored	I try harder

18. How often are you involved in enrichment activities that you are allowed to choose?

	Often	Sometimes	Seldom	Never
Aboite	14	7	9	0
Haverhill	3	7	0	0
Lafayette Central	2	1	0	1
Woodside	12	21	5	4

19. How much time do you spend with the enrichment teacher?

	A Great Deal	Some Time	Very Little	None
Aboite	22	4	0	
Haverhill	1	9	0	
Lafayette Central	1	2	0	
Woodside	35	5	1	

20. Do you feel that the program places a lot of pressure on you?

	Yes	No
Aboite	10	3
Haverhill	2	7
Lafayette Central	1	3
Woodside	17	25

21. How do your friends who are not in the ALPHA program act toward you since you entered the program?

	Rank 1	Rank 2	Rank 3	Rank 4
Aboite	Accept Me	Ignore Me	Jealous	They Think They're Dumb
Haverhill	I am Smarter	Lots of Expectations	Accept Me	Think I'm Perfect
Lafayette Central	Accept Me	Act Different	---	---
Woodside	Accept Me	Jealous	Act Different	They Feel Like Outsiders

22. What suggestions can you offer about ways to improve the ALPHA program?

	Rank 1	Rank 2	Rank 3	Rank 4
Aboite	More Time for Projects	Let Others Suggest Topics	More Projects	No All Day Classes
Haverhill	Different Scheduling	Fewer Questionnaires	Get Rid of ABCDE	Work with Partners
Lafayette Central	More Time for Projects	Self-Contained	----	----
Woodside	Do More with Others Not in ALPHA	More Field Trips	Less Homework	Stop Reading to Us

23. Use this space for any other comments you care to make regarding the ALPHA program.

	Rank 1	Rank 2	Rank 3	Rank 4
Aboite	Great Program	I Like Together- ness	Let Students Decide if They Want to Be in it	The Longer I'm In ALPHA, the Easier it is.
Haverhill	No tests	Work in Trios	----	----
Lafayette Central	----	----	----	----
Woodside	A Wonderful Idea	Too Challenged	Hard on People Who Were Rejected	More Student and Parent Input

M.S.D. SOUTHWEST ALLEN COUNTY GIFTED EDUCATION PROGRAM
TEACHER QUESTIONNAIRE

The purpose of this questionnaire is to provide feedback on the gifted education program. Please give careful thought to the questions below and answer to the best of your ability. Your response will assist us in the evaluation of the gifted education program. We suggest that you read through the entire questionnaire before you begin to answer the questions. To answer a question, please place a check mark in the appropriate place.

1. Are you familiar with the ALPHA program?
0 Not at all
10 Somewhat familiar
9 Very familiar
10 Familiar enough to explain it to parents
2. Have you attended any workshops about the gifted education program?
14 Yes (How many?) average = 3
5 No, but I have been invited
8 No, there have not been any
3. How familiar are you with the ALPHA program philosophy and objectives?
1 Not at all
11 Somewhat familiar
11 Very familiar
7 Familiar enough to explain it to parents
4. Are you familiar with the procedure to identify students to participate in the ALPHA program?
0 Not at all
8 Somewhat familiar
11 Very familiar
10 Familiar enough to explain it to parents

5. Are you familiar with the ALPHA curriculum?
- 2 Not at all
16 Somewhat familiar
5 Very familiar
6 Familiar enough to explain it to parents
6. Please read through this list of terms associated with the ALPHA program. Place a checkmark next to the program component if you have received specific training in that component.
- | | |
|------------------------------------|---------------------------------|
| <u>12</u> Self-contained program | <u>8</u> Affective training |
| <u>9</u> Interest assessment | <u>10</u> Curriculum compacting |
| <u>15</u> Definition of giftedness | <u>14</u> Identification |
| <u>14</u> Pullout program | <u>16</u> Classroom enrichment |
| | <u>8</u> Pretesting |
7. What curriculum areas are your currently prepared to compact curriculums?
- | | | |
|--------------------------|--------------------|---------------------------------------|
| <u>11</u> Math | <u>12</u> Reading | <u>4</u> Other (Please specify _____) |
| <u>10</u> English | <u>18</u> Spelling | Cursive Writing (2) |
| <u>11</u> Social Studies | <u>10</u> Science | Computer (1) |
| | | Whatever the child missed (1) |
8. Does the gifted education program cause disruption to your schedule?
- 14 No disruption
11 Slight disruption
2 A fair amount of disruption
1 A large amount of disruption
9. Which of the following words best describes the extent of your interactions with the gifted education teachers?
- 11 Daily
10 Weekly
0 Monthly
4 Less frequent
3 Rarely or never

10. Does the gifted education teacher provide you with sufficient feedback about the progress of your students participated in the gifted education program?

12 Yes 4 No (Depends on the Teacher)

11. Which word best describes your general attitude about interacting with the gifted education teacher?

12 Enthusiastic
10 Positive
0 Indifferent
0 Negative
0 Nonexistent
1 Depends on Teacher

12. Which word best describes your students' attitude about participating in the gifted education program?

10 Enthusiastic
13 Positive
2 Indifferent
0 Negative
1 Depends on Teacher

13. Which word best describes your assessment of parents' attitudes about the gifted education program?

0 Enthusiastic
0 Contented
9 Satisfied, but with some minor concerns
2 Split (some satisfied, some dissatisfied)
0 Mostly dissatisfied
0 Very unhappy
1 Depends on Teacher

14. Think about the gifted education program in general and circle the five (5) words below that best describe your feelings about it.

Fair	11	Insensitive	0	Unconcerned	0
Simple	1	Satisfied	13	Bad Idea	2
Active	19	Good Idea	23	Unsatisfied	5
Hazy	1	Unfair	2	Complicated	6
Chaotic	4	Concerned	12	Discontented	2
Sensitive	12	Clear	2	Passive	1
Contented	5	Orderly	9		

15. Please list the greatest strengths of the ALPHA program.
- | | |
|---|------|
| Addresses needs of gifted students | (10) |
| Challenges students | (9) |
| Provides enrichment | (4) |
| Allows children to explore their own creative talents | (3) |
16. Please list the weaknesses of the ALPHA program.
- | | |
|--|------|
| Identification | (3) |
| Not meeting needs of individuals | (3) |
| Curriculum disconnected from the classroom | (3) |
17. What evidence have you seen of pressure on students or elitism that have occurred as a result of the ALPHA program?
- | | |
|---|------|
| Parental influences | (6) |
| Parents attempts to get students into ALPHA | (3) |
| Some pressure | (3) |
| Some jealousy by other students | |

18. In your opinion, which five items in the following list should be of top priority to the gifted education program during the following year?

- | | |
|--|---|
| <u>7</u> Increase written communication | <u>6</u> Provide parent workshops |
| <u>12</u> Train classroom teachers | <u>0</u> Expand the program |
| <u>15</u> Deal with students' academic interests | <u>9</u> Serve fewer students |
| <u>4</u> Increase the budget | <u>0</u> Involve older students |
| <u>3</u> Use more community resources | <u>6</u> Teach an accelerated curriculum |
| <u>2</u> Teach research skills | <u>3</u> Hire more resource room teachers |
| <u>8</u> Start a fine arts program | <u>2</u> Involve more administrators |
| <u>5</u> Communicate with the | <u>4</u> Teach more thinking skills |
| <u>0</u> Start a summer program | <u>10</u> Deal with social and emotional issues |
| <u>1</u> Provide more time for student projects | <u>9</u> Help underachieving bright students |
| <u>1</u> Place more emphasis on | <u>8</u> Involve more teachers |
| <u>1</u> Create a steering committee | <u>4</u> Increase curriculum compacting |
| | <u>5</u> Place greater emphasis on basic skills |
| | <u>0</u> Inform board members |
| | <u>6</u> Provide more teacher aides |
| | <u>3</u> (Other) More Continuity |
| | Eliminate Self-contained Identification |

The following terms are defined so that you can answer the following questions:

Pullout Enrichment: A method of delivering instruction in which participating students leave their classrooms for one hour each day.

Self-Contained Classroom: Students are assigned to one classroom with one teacher for most of their academic instruction.

Magnet Schools: One or more of the elementary schools in the district serves as a site where all students in the program are transported.

19. It is important to me to have our school district continue to provide gifted/talented instruction.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Aboite	5			2	1
Haverhill				1	5
Deer Ridge					6
Lafayette Central				4	3
Woodside					2

20. Which method for delivering gifted/talented instruction would you prefer?

	Aboite	Haverhill	Deer Ridge	Lafayette Central	Woodside
Self Contained Classroom	18	4	4	5	2
Pullout Enrichment	4	1	1	1	
Magnet School	1		1		
Other (Please list)					
Individualized	1				
Students work with most effective teacher				1	

21. Which method of delivering gifted/talented instruction would you object to?

	Aboite	Haverhill	Deer Ridge	Lafayette Central	Woodside
Self-Contained Classroom	1		1		2
Pullout Enrichment	4		1		
Magnet School	10	6	3	5	1
No Objections	5	2		1	

22. I would object to have ALPHA project children attending a magnet school outside of attendance district.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Aboite	2		5	2	12
Haverhill				2	4
Deer Ridge			1	1	4
Lafayette Central	1				4
Woodside					2

23. Parents should be given an option concerning whether their children in the ALPHA program will receive pullout enrichment or self-contained classroom instruction.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Aboite	2	1	1	13	3
Haverhill			2	2	2
Deer Ridge		1		4	1
Lafayette Central			4	2	1
Woodside	1				1

24. Parents will be willing to car pool transportation if necessary so that their children can attend gifted/talented classrooms.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Aboite	4	5	4	7	1
Haverhill	1	1	1	1	1
Deer Ridge	1	1	2	2	
Lafayette Central	4	2			
Woodside		1	1		

25. What suggestions can you offer about ways to improve the ALPHA program?

Aboite

Change to self-contained
Resource teachers should be
certified gifted teachers
Deal with emotional stigma
facted with other peers
More fine arts
After school enrichment activities.

Haverhill

Better communication between
classroom & resource teachers.
Involve parents
Minimize elitism.
More than one testing method.
Classroom teachers all work
can't be made up.

Deer Ridge

Make course work more
rigorous.
Enrichment classes in
subject areas.
School-wide understanding
of gifted.
More projects.

Lafayette Central

Make sure basic needs met before
advancement.
Stress goals for early achievement.
Program should be exclusive - top 33%.

Woodside

Reevaluate after 5th
and 8th grades.

26. Use this space for any other comments you care to make regarding the ALPHA program.

Aboite

Good program.

ALPHA Parent Support Group.

More Acceleration

Children are challenged

Haverhill

Good teacher.

Smaller classes

Require parent involvement

Keep contained classroom

Deer Ridge

Good program.

Smaller classes.

Lafayette Central

Good program.

Have it twice a day.

Expand SWAC program.

Program for all bright students.

Woodside

No comment.

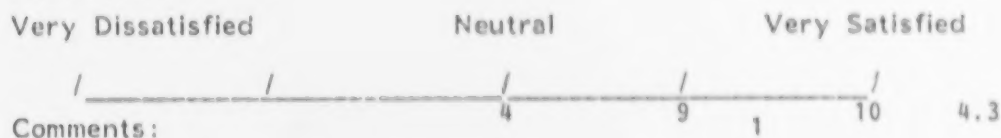
SELF-CONTAINED ALPHA HOMEROOM
STUDENT SURVEY

1. In comparison to previous years or other 5th grade classes, do you think that your participation in this ALPHA homeroom has enabled you to do and learn things that were:
17 more interesting as interesting less interesting
 (check one)
2. Again, in comparison, do you think the things you were expected and required to do in this class were:
 more challenging as challenging less challenging
 (check one)
3. The things that I was expected and required to do in this class were:
 0 too easy 1 easy 10 about right 13 difficult
 0 too difficult
 (check one)
4. In being with other ALPHA students all day, most of the time,
 (check all that apply):

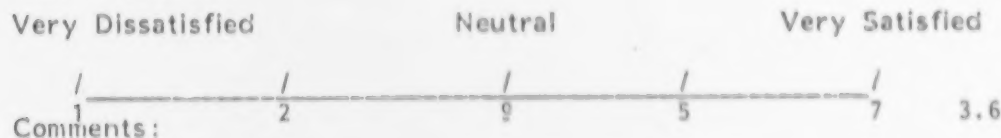
<u> 3</u> confused	<u> 3</u> frustrated	<u> 0</u> angry
<u>13</u> capable	<u> 2</u> insecure	<u>12</u> O.K.
<u>15</u> liked	<u> 9</u> intelligent	<u> 6</u> excited
<u> 6</u> different	<u>13</u> able to do well	<u>11</u> interested
<u>13</u> comfortable	<u>13</u> accepted	<u> 5</u> bored
<u> 2</u> nervous	<u> 1</u> dumb	<u> 1</u> sad
<u> 1</u> scared	<u>14</u> happy	<u> 1</u> stressed
5. Would you choose to be a part of this 5th grade ALPHA homeroom again?
 Yes 22 No 2
6. Would you recommend this kind of class to 4th grade ALPHA students?
 Yes 19 No 2 Both 3
7. On the back of this page, please write the changes you would make in the ALPHA program.
 No comment.

8. On each of the following scales, please mark how you felt about each of the subjects. Your comments may tell how you think the things you studied were different this year.

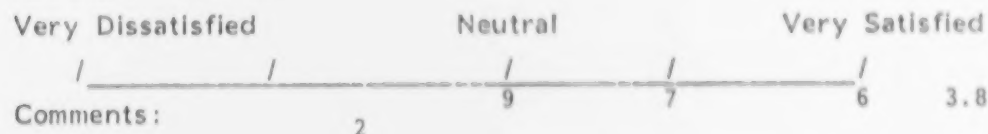
***READING**



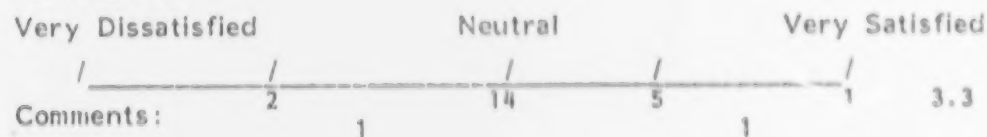
***MATHEMATICS**



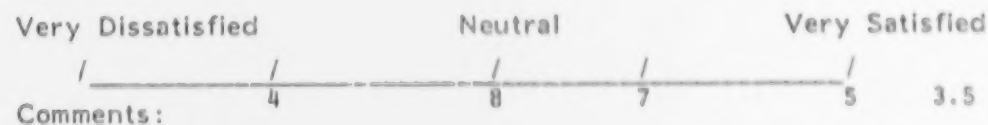
***SOCIAL STUDIES**



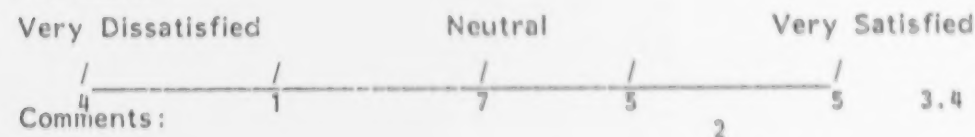
***LANGUAGE**



***SCIENCE**



***SPELLING**



SELF-CONTAINED ALPHA HOMEROOM PARENT SURVEY

1. On each of the following five-point scales, please mark your level of satisfaction. In sharing your comments, please indicate any noticeable differentiation in content or instruction.

*READING

Very Dissatisfied Neutral Very Satisfied

/ _____ / _____ / _____ / _____ / _____ 4.2
Comments: 2 10 7

1

*MATHEMATICS

Very Dissatisfied Neutral Very Satisfied

/ _____ / _____ / _____ / _____ / _____ 3.6
Comments: 4 6 10 1

*SOCIAL STUDIES

Very Dissatisfied Neutral Very Satisfied

/ _____ / _____ / _____ / _____ / _____ 4.2
Comments: 4 9 7

*LANGUAGE

Very Dissatisfied Neutral Very Satisfied

/ _____ / _____ / _____ / _____ / _____ 3.7
Comments: 1 6 10 2 1

*SCIENCE

Very Dissatisfied Neutral Very Satisfied

/ _____ / _____ / _____ / _____ / _____ 3.9
Comments: 5 7 2 2 4

*SPELLING

Very Dissatisfied Neutral Very Satisfied

/ _____ / _____ / _____ / _____ / _____ 3.6
Comments: 6 1 4 5 1 3

2. This year's placement may have had a sociological impact on your child. Please use the space below to comment on your child's social and/or emotional development this year.

No comment.

3. What were your expectations for the ALPHA 5th grade class? Do you believe that the program was consistent with the expectations you had for it? If no, how was it inconsistent?

No comment.

4. Given your child's experience this year, would you be likely to make the same decision to have your child participate in the 5th grade ALPHA classes? Your rationale.

Yes	Yes/with reservations	No	Up to Child	Not sure
15	2	0	1	1

5. If we continue this program next year, what changes would you recommend?

No comment.

6. Would you like to participate in an open forum where parents could expand on their views?

Yes	No	?
8	6	4

Your identity is important to us, so your signature is requested, but it is certainly not mandatory.

PLEASE RETURN TO DR. FLORA BY FRIDAY, MARCH 25th.

INDIVIDUAL SCORES FOR QUANTITATIVE STUDY

Student Number	Cognitive Skills Index	<u>D C A T</u>						<u>W R I T I N G</u>			<u>ISTEP WRITING</u>			
		School	Grades	Verbal	Quantitative	Spatial	Total	Holistic	Creativity	Maturity of Thought	Holistic	Fluency	Organization	Development
1	100	A	6	26	23	15	64				4	4	4	4
2	110	A	6	26	19	13	58				4.5	4	3	4
3	132	A	6	27	21	12	60				4.5	4	4	4
4	132	A	6	26	22	14	62				5.0	4	4	4
5	125	A	6	29	22	13	64				4.5	5	5	5
6	108	A	6	21	13	12	46				5.0	3	3	4
7	135	A	6	30	22	14	66				4.5	5	5	4
8	122	A	6	29	24	13	66				5	5	4	5
9	140	A	6	26	14	16	56				--	--	--	--
10	137	A	6	22	20	10	52				4.5	4	4	5
11	129	A	6	27	24	15	66				5	3	4	4
12	113	A	6	22	2	11	35				3	4	4	4
13	120	A	6	28	19	17	64				5	4	4	5
14	138	A	6	29	20	18	67				5	5	5	5
15	124	A	6	27	23	11	61				5	5	4	4
16	128	A	6	27	25	11	53				4.5	3	3	4
17	125	A	6	29	26	12	57				4.5	4	5	4
18	125	A	6	29	19	13	61				5	4	4	4
19	123	A	6	27	18	13	58				4.5	5	5	5
20	112	A	6	26	21	14	61				4.5	5	4	5
21	129	A	6	30	26	17	73				4.5	4	4	4
22	141	A	6	29	23	13	65				5.5	4	4	5
23	123	A	6	24	24	13	61				5	5	5	5
24	121	A	6	25	24	12	61				5.5	5	5	5
25	141	A	6	27	28	11	66				4.5	4	4	5
26	121	A	6	--	--	--	--				4	4	4	4

INDIVIDUAL SCORES FOR QUANTITATIVE STUDY

Student Number	Cognitive Skills Index	School	Grades	<u>D C A T</u>				<u>W R I T I N G</u>			<u>ISTEP WRITING</u>			
				Verbal	Quantitative	Spatial	Total	Holistic	Creativity	Maturity of Thought	Holistic	Fluency	Organization	Development
27	141	H	6	29	12	14	55				5.5	3	4	5
28	121	H	6	25	18	15	58				4.5	5	4	4
29	118	H	6	26	22	13	61				4.5	5	5	5
30	109	H	6	30	15	11	56				4.5	5	5	5
31	134	H	6	25	17	11	53				5.	4	5	5
32	104	H	6	22	14	11	47				4	2	3	4
33	125	H	6	26	17	2	45				4.5	4	3	4
34	117	H	6	24	16	12	52				5	4	4	4
35	132	L	6	26	16	18	60				5	5	5	5
36	109	L	6	24	17	12	53				4	4	4	4
37	101	L	6	26	9	4	39				4.5	5	5	5
38	*	T	6	22	15	18	45				4.5	5	4	4
39	*	T	6	27	25	18	70				5	5	5	5
40	*	T	6	24	22	15	60				5	5	4	5
41	*	T	6	27	23	12	62				-	-	-	-
42	*	T	6	27	19	17	63				5	4	5	5
43	*	T	6	26	24	17	67				3.5	5	4	5
44	*	T	6	26	23	17	66				4.5	5	5	5
45	*	T	6	25	20	12	57				5	5	4	4
46														
47														
48														
49														

INDIVIDUAL SCORES FOR QUANTITATIVE STUDY

Student Number	Cognitive Skills Index	D C A T						W R I T I N G			ISTEP WRITING			
		School	Grades	Verbal	Quantitative	Spatial	Total	Holistic	Creativity	Maturity of Thought	Holistic	Fluency	Organization	Development
50	100	A	6	21	7	7	35	3	2	3.3				
51	117	A	6	29	15	12	56	1	3	2				
*Not in SW Allen for Grade 5														
A = Aboite														
H = Haverhill														
L = Lafayette Central														
T = Transfer, not in Southwest Allen School System in Grade 5														

INDIVIDUAL SCORES FOR QUANTITATIVE STUDY

Student Number	Cognitive Skills Index	School	Grades	D C A T				W R I T I N G			ISTEP WRITING			
				Verbal	Quantitative	Spatial	Total	Holistic	Creativity	Maturity of Thought	Holistic	Fluency	Organization	Development
76	116	H	6	25	13	13	51	4.0	4.0	4.0				
77	125	H	6	25	13	14	52	3.7	4.0	3.7				
78	120	H	6	27	10	14	51	3.7	3.0	3.0				
79	116	H	6	25	14	16	55	3.3	3.0	3.0				
80	---	H	6	23	16	15	54	3.7	3.0	3.7				
81	124	H	6	26	9	10	45	4	3	3.3				
82	130	H	6	25	12	12	49	3	3.3	3.7				
83	129	H		25	9	15	49	2.7	3.0	2.7				
84	126	H		26	18	14	58	3	3	3				
85	141	H		28	20	15	63	1	3.3	2.7				
86														
87														
88														
89														
90	107	L		27	20	15	60	1.3	2.3	2.3				
91	126	L		25	15	7	47	3.0	2.0	2.3				
92	129	L		21	10	3	34	2.3	3.0	3.3				
93	114	L		18	14	0	32	2.7	2.0	2.7				
94	115	L		26	16	0	42	1.3	2.7	2.7				
H = Haverhill														
L = Lafayette Central														

One day, in Charlevoix, Michigan, while my family and I were on a ski trip, my father waited patiently at the chair lift. All of a sudden, a plump woman came racing down the slopes like there was no tomorrow! She struck my father in the back. He then flipped over and landed in a big snow bank. He had broken his collar bone.

At that time, my ski school was half way over, and I was eating a piping hot bowl of chili. Then, my baby-sitter, Naly, interrupted my lunch, and told me that my father was badly hurt.

I ran to the lodge and waited, and waited, and waited, until finally, my father wheeled in and gave me a big hug. He had a cast on.

Later that week, he had to get an operation. When he got back, he told me all about it.

— TURN
OVER

~~SECRET~~
~~SECRET~~

"The doctor made an incision in my shoulder. He then drilled a hole in, and put a big screw through my bone, and that was to keep it from popping out of my skin again. And finally, they sewed me up and I was as good as new, except, I couldn't ski for a while," he said.

Today he is fine and has no problems. But sometimes he feels the pain coming back when he tells his tale to the people he loves.

THE END

INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS (ISTEP)

INDIVIDUAL TEST RECORD

STUDENT: [REDACTED]

ISTEP WRITING ASSESSMENT

BIRTHDATE: 10/05/76

SPECIAL CODES: 3.1102

CODES: 0125-0047

CLASS: SIXTH GRADE

SCHOOL: WOODSIDE MS

CORP.1 SW ALLEN CO

CITY/STATE: SW ALLEN CO IN

GRADE: 06.3

TEST DATE: 10/07/91

RIPI DATE: 02/09/91

PROMPT: INFORMATIVE	SCORE	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	SCORING KEY
HOLISTIC	5.5												A = NO RESPON
ANALYTIC													B = ILLEGIBLE
FOCUS	5.0												C = OFF TOPIC
ORGANIZATION	5.0												D = INSUFFICI
DEVELOPMENT	5.0												E = NOT ENGLI

- HOLISTIC → 4.0 - THE STUDENT'S WRITING IS EXCEPTIONALLY PROFICIENT AS A WHOLE.
 5.0 - THE STUDENT'S WRITING IS PROFICIENT AS A WHOLE.
 4.0 - THE STUDENT'S WRITING IS MODERATELY PROFICIENT AS A WHOLE.
 3.0 - THE STUDENT'S WRITING IS SLIGHTLY DEFICIENT AS A WHOLE.
 2.0 - THE STUDENT'S WRITING IS MODERATELY DEFICIENT AS A WHOLE.
 1.0 - THE STUDENT'S WRITING IS SERIOUSLY DEFICIENT AS A WHOLE.

ANALYTIC FOCUS

- 6 - MAIN POINT CLEARLY STATED; STRONG, CONSISTENT POINT-OF-VIEW; EFFECTIVE USE OF LANGUAGE.
 5 - MAIN POINT STATED; CONSISTENT POINT-OF-VIEW; APPROPRIATE USE OF LANGUAGE.
 4 - MAIN POINT REASONABLY STATED; MINOR INCONSISTENCY IN POINT-OF-VIEW AND USE OF LANGUAGE.
 3 - MAIN POINT NOT CLEARLY STATED; INCONSISTENCY IN POINT-OF-VIEW; OCCASIONAL USE OF INAPPROPRIATE LANGUAGE.
 2 - MAIN POINT VAGUELY STATED; LITTLE OR NO POINT-OF-VIEW; INEFFECTIVE USE OF LANGUAGE.
 1 - MAIN POINT LACKING; NO CONTROL OF TOPIC, POINT-OF-VIEW, OR LANGUAGE.

ORGANIZATION

- 6 - EFFECTIVE ORGANIZATION; SUPERIOR TRANSITIONS; SMOOTH PROGRESSION; EFFECTIVE INTRODUCTION AND CONCLUSION.
 5 - CLEAR ORGANIZATION; SUFFICIENT TRANSITIONS; CLEAR PROGRESSION; SATISFACTORY INTRODUCTION AND CONCLUSION.
 4 - ADEQUATE ORGANIZATION; TRANSITIONS, PROGRESSION, AND INTRODUCTION AND CONCLUSION.
 3 - INEFFECTIVE ORGANIZATION; WEAK TRANSITIONS; LITTLE PROGRESSION; WEAK INTRODUCTION AND CONCLUSION.
 2 - LACK OF ORGANIZATION; WEAK OR MISSING TRANSITIONS; LITTLE OR NO SENSE OF PROGRESSION; WEAK OR MISSING INTRODUCTION AND CONCLUSION.
 1 - NO ORGANIZATION, TRANSITIONS, PROGRESSION, OR INTRODUCTION AND CONCLUSION.

DEVELOPMENT

- 6 - FULLY ELABORATED; WELL-DEFINED MAIN AND SECONDARY POINTS SUPPORTED BY RICH DETAILS AND IDEAS.
 5 - ELABORATED; MAIN AND SECONDARY POINTS SUPPORTED BY APPROPRIATE CHOICE OF DETAILS AND IDEAS.
 4 - ADEQUATE DEVELOPMENT; POINTS SOMETIMES DEVELOPED OUT OF PROPORTION TO THEIR SIGNIFICANCE; ADEQUATE CHOICE OF DETAILS AND IDEAS.
 3 - UNDERDEVELOPED; LISTS OF UNDERDEVELOPED OR VAGUE POINTS; SOME DETAILS AND IDEAS.
 2 - SKETCHY; UNRELATED OR IRRELEVANT DETAILS AND IDEAS.
 1 - UNDEVELOPED; IDEAS DO NOT RELATE TO OR SUPPORT THE MAIN IDEA.

→ BETWEEN TWO LINES INDICATES A HALF-POINT SCORE. FOR EXAMPLE, A SCORE OF '4.5' INDICATES THE STUDENT'S PAPER HAS CHARACTERISTICS OF BOTH A '4' AND A '5' PAPER.

#24

CTBID: 89770-A004-001-001

One day, in Charlevoix, Michigan, while my family and I were on a ski trip, my father waited patiently at the chair lift. All of a sudden, a plump woman came racing down the slopes like there was no tomorrow! She struck my father in the back. He then flipped over and landed in a big snow bank. He had broken his collar bone.

At that time, my ski school was half way over, and I was eating a piping hot bowl of chili. Then, my baby-sitter, Katy, interrupted my lunch, and told me that my father was badly hurt.

I ran to the lodge and waited, and waited, and waited, until finally my father stepped in and gave me a big hug. He had a cast on.

Later that week, he had to get an operation. When he got back, he told me all about it.

→ TURN
OVER

WRITING ASSIGNMENT

You have been left with a sitter who doesn't know much about cooking. Write to the sitter, explaining how to make your favorite meal.

#24

Write your final composition here.

My parents had just announced that they are going to a restaurant to eat. This usually means I need a sitter. My mom called a new girl on the block for me. She was going to be my new sitter. The only bad thing was, she didn't know much about cooking and she had to make me supper! Since she didn't know much about cooking, I left her this recipe on how to make my favorite meal, personal pizzas.

The first thing you always do before you start anything, is to get out all the supplies you'll need. First, get out a cooking sheet and some shortening. Next, get out the 'ready to bake' biscuit dough, Paper towel, a rolling pin, pizza sauce, shredded cheese, pre-sliced pepperoni, a fork, cutting board, flour, and a ^{pancake turner}. All these things are important supplies to making personal pizzas.

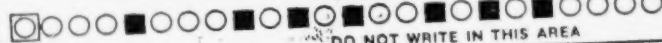
Now you will need to prepare. First, turn the oven on to 375°. Take a paper towel and dip one end of it in the shortening. With the shortening end of the paper towel, grease the

Page 3

PLEASE DO NOT WRITE IN BOXED AREA

cookie tray. Make sure the tray is greased good so the pizza won't stick. Next, open the 'ready to bake' biscuits. Take the flour and put it on the cutting board and rolling pin. Now you're ready to make.

Take the first biscuit and put it on the cutting board. Now take the rolling pin and flatten it. Put it on the tray. After you do that to all the biscuits, put the pizza sauce on each biscuit. Sprinkle on some cheese, and place some pepperoni on each pizza. Now place the tray with the biscuits in the oven for ten minutes. After ten minutes, take the tray out. Take the pancake turner and lift each pizza off the tray onto a plate. Now you have delicious personal pizzas ready to eat!



DO NOT WRITE IN THIS AREA

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